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ABSTRACT

This search of the ERIC system, Dissertation Abstracts, and the journal literature, yields 50 document abstracts which cover the mutual relationships for the implementation of long-range educational objectives between state departments of education and school systems, four-year institutions, and colleges and secondary schools. (CJ)

ED 061565

searchlight

Relevant Resources in High Interest Areas

CG 400 055

3R

RETROSPECTIVE SEARCH

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Articulation

Compiled by Mary Jane Kidder

October 1971

This search covers the mutual relationships for the implementation of long-range educational objectives between: state departments of education and school systems; four-year institutions and two-year institutions; and colleges and secondary schools.
(50 document abstracts retrieved)

$1.00

CG 400 055

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Introduction

This information packet is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE) from January 1967 through June 1971, in Dissertation Abstracts International from January 1968 through June 1971, and in ERIC's Current Index to Journals in Education (CIJE) from January 1968 through June 1971.

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All dissertations listed in this search have been drawn from Dissertation Abstracts International, a publication of University Microfilms. They are available on microfilm (MF) at $4.00 per dissertation, or in bound photo copy (X) at $10.00 per dissertation from University Microfilms.

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ED 031 570 VT 008 719

An Approach to the Articulation and Coordination of Occupational Preparatory Curriculums from the High School Through the Community College; Paper and Reports of Task Forces I and II.

Oregon State Board of Education, Salem.; Oregon State Dept. of Employment, Salem.
Pub Date 16 Dec 68
Note—255p.

Descriptors—Admission (School), Agricultural Education, *Articulation (Program), Business Education, *Community Colleges, Curriculum, Demography, Educational Planning, Educational Trends, Employment, Enrollment Influences, *High Schools, Industrial Education, Occupational Information, *Program Coordination, Tables (Data), *Vocational Education

The primary objective of this project was to produce a suggested plan for promoting and guid- evaluated. While this suggests an analysis of the labor market experiences of 14 to 24 year olds, most of the literature to be surveyed deals with a more narrowly defined age group, 14-19 or 16-19. In summarizing what is known, it is anticipated that aspects of the employment, unemployment, and labor force participation of teenagers requiring additional research will be identified. This study typifies the teenage labor force member as being enrolled in school, and seeking part-year and/or part-time work which will yield some income and some work experience. The claims on his time and energy generally do not permit him to seriously compete for jobs on a promotion ladder. Considerably more information is needed concerning the absolute and relative advantages of significant investment in job counseling services, in placing increased emphasis on vocational education, or in establishing youth placement bureaus closely allied to the school. (CH)

ED 026 988 JC 690 021

Articulation Agreements between California State College at Los Angeles and the Colleges of the Los Angeles City Junior College District.

Los Angeles Junior Coll. District, Calif.
Pub Date 1 Sep 68
Note—32p.

Descriptors—Articulation (Program), *College Majors, *Junior Colleges, *Transfer Policy, *Transfer Students
Identifiers—*California

These articulation agreements have been negotiated so that the junior college student may complete the first two years toward his baccalaureate with courses that meet the requirements of his major. This bulletin merely lists the acceptable courses; details of curricula, course titles, descriptions, or units of credit may be found in the catalogs of the respective colleges. From this listing, the student can see what is needed, not only for his major, but also for completing his general education requirements. In some cases, a certain course may satisfy both needs. If the student elects courses that satisfy neither requirement, he may have to spend extra time in the lower division before transfer. This schedule also lists courses that satisfy minor and major requirements toward teaching credentials. The report may serve as a guide for other schools wishing to establish similar agreements. (HH)

ED 026 058 JC 690 003

Articulation Agreements Between San Fernando Valley State College and the Colleges of the Los Angeles City Junior College District.

Los Angeles Junior Coll. District, Calif.
Pub Date 1 Sep 68
Note—37p.

Descriptors—*Articulation (Program), *College Majors, *Junior Colleges, *Transfer Policy, *Transfer Students
Identifiers—*California

These articulation agreements have been negotiated so that the junior college student may complete the first two years toward his baccalaureate with courses that meet the requirements of his major. This bulletin merely lists the acceptable courses; details of curricula, course titles, descriptions, or units of credit may be found in the catalogs of the respective colleges. From this listing, the student can see what is needed, not only for his major, but also for completing his general education requirements. In some cases, a certain course may satisfy both needs. If the student elects courses that satisfy neither requirement, he may have to spend extra time in the lower division before transfer. This schedule also lists courses that satisfy minor and major requirements toward teaching credentials. The report may serve as a guide for other schools wishing to establish similar agreements. (HH)

ED 014 311 JC 670 978

ARTICULATION AGREEMENTS BETWEEN THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES, CALIF. ST. COLL. AT LONG BEACH, SAN FERNANDO VALLEY ST. COLL., AND THE UNIV., OF SOUTHERN CALIF., AND COLLEGES OF THE L.A. CITY JUNIOR COLLEGE DISTRICT. (TITLE SUPPLIED).

LOS ANGELES CITY SCHOOLS, CALIF.
PUB DATE 1 OCT 67
150P.

DESCRIPTORS *ARTICULATION (PROGRAM), *HIGHER EDUCATION, *JUNIOR COLLEGES, TRANSFER PROGRAMS,

DESIGNED TO FACILITATE THE PLANNING OF PROGRAMS FOR TRANSFER STUDENTS, AGREEMENTS HAVE BEEN NEGOTIATED BETWEEN THE LOS ANGELES CITY JUNIOR COLLEGE DISTRICT AND EACH OF FOUR SENIOR INSTITUTIONS. DISPLAYS SHOW JUNIOR COLLEGE COURSES ACCEPTABLE FOR MEETING SENIOR INSTITUTION REQUIREMENTS IN GENERAL EDUCATION, MAJOR FIELDS, AND TEACHER EDUCATION. GENERAL LISTINGS SHOW ALL TRANSFER COURSES OFFERED BY THE JUNIOR COLLEGES WITH PARALLEL COURSE DESIGNATIONS AT THE 4-YEAR INSTITUTIONS. (HH)

ED 048 122 24 SP 004 720

Barbour, Chandler

School-College Relations in Preparing School Personnel: A Bibliography.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0490
Pub Date 71
Contract—OEC-0-080490-3706(010)
Note—32p.

Descriptors—*College School Cooperation, Differentiated Staffs, Educational Administration, *Internship Programs, *Supervisory Activities, *Teacher Education, *Team Teaching

Although this updates an earlier bibliography developed by Helen Suchara, the new material is so extensive that it can be regarded as essentially a new publication. The 140 entries are divided into the following sections: 1) school-college cooperation in developing programs (30 entries); 2) school-college cooperation in administering programs (24 entries); 3) school-college cooperation in servicing programs; supervising, analyzing, and assessing (17 entries); 4) features within school-college relationships that contribute to cooperative endeavors: team arrangements (9 entries), internship (19 entries), supervisory aspects (13 entries), specialized and differentiated arrangements (17 entries), and other supporting arrangements (11 entries). Related document SP 004 752 is a monograph on the same subject and also incorporates this bibliography. (MBM)

ED 025 006 EA 001 755

Berdahl, Robert O.

Guidelines for Research on Statewide Systems of Higher Education.

Pub Date Jan 67
Note—7p.

Descriptors—*Educational Research, Guidelines, *Higher Education, *Interagency Coordination, *School Systems, *State Agencies, State Departments of Education

The first step in studying a State educational coordinating agency should be to establish the facts concerning both its enabling legislation and its present status, including whether it is formal or voluntary, consolidated, and a responsibility of the State Department of education. The study should also analyse the agency's historical development and determine how the pattern of State politics affected the attitudes of the governors and legislators toward higher education. To understand the present functioning of the coordinating system, an analysis is required of the multiple interrelationships among three major constituencies: Higher education, State government, and the coordinating board. Primary issues include allocation of State fiscal resources, budgetary review, policy formation and planning, State and Federal aid programs, and the role of the coordinating agency as an intermediary between higher education and government. Assessment of future trends is necessary to determine coordination patterns most appropriate to a State system of higher education at different periods in its development. (JK)

ED 016 449 JC 670 560

SELECTED PAPERS FROM THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES (47TH, SAN FRANCISCO, FEBRUARY 27-MARCH 3, 1967).

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.
PUB DATE 67
91P.

DESCRIPTORS *COLLEGE FACULTY, *CONFERENCE REPORTS, *EFFECTIVE TEACHING, *JUNIOR COLLEGES, *SOCIAL CHANGE, AMERICAN ASSOCIATION OF JUNIOR COLLEGES, CALIFORNIA, DEVELOPMENTAL PROGRAMS, EDUCATIONAL FACILITIES, EXPERIMENTS, INNOVATION, INSERVICE PROGRAMS, LOW ABILITY STUDENTS, LOW ACHIEVERS, SAN FRANCISCO, STUDENT CHARACTERISTICS, STUDENT COLLEGE RELATIONSHIP, TEACHER ADMINISTRATOR ATTITUDES, TEACHER ADMINISTRATOR RELATIONSHIP, TEACHER ATTITUDES, TEACHER ORIENTATION, WORK EXPERIENCE PROGRAMS,

IN ADDITION TO THE THREE PRINCIPAL ADDRESSES ("TO TEMPER THE SWORD OF INTELLECT," "SOCIAL CHANGE AND THE JUNIOR COLLEGE," AND "A TIME TO EVERY PURPOSE") SELECTED PAPERS FROM NINE OF THE 10 SESSIONS ARE REPRODUCED. EACH SESSION CONCERNED A SPECIFIC TOPIC--(1) EXPERI-

MENTATION AND INNOVATION, (2) FACULTY VIEWS OF COLLEGE ORGANIZATION AND ADMINISTRATION, (3) CURRICULUMS FOR THE BIG CITY COMMUNITY COLLEGE, (4) JUNIOR COLLEGE STUDENTS, (5) FACULTY ORIENTATION AND INSERVICE PROGRAMS, (6) ADMINISTRATORS' VIEWS OF THE EFFECTIVE FACULTY MEMBER, (7) DEVELOPMENTAL PROGRAMS, (8) PLANNING COMMUNITY COLLEGE FACILITIES, AND (9) WORK EXPERIENCE PROGRAMS. THIS DOCUMENT IS ALSO AVAILABLE FOR $2.00 FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (WO)

ED 032 839 HE 001 129

Coffelt, John J. And Others

Goals for Oklahoma Higher Education. Self-Study of Higher Education in Oklahoma; Report 8.

Oklahoma State Regents for Higher Education, Oklahoma City.

Pub Date Sep 66

Note—60p.

Descriptors—Educational Objectives, *Guidelines, *Higher Education, *Institutional Role, *Objectives, *Planning

Identifiers—*Oklahoma

This report contains the findings, conclusions and recommendations that emerged from a study of "Functions and Goals of Oklahoma Higher Education." Many individuals and groups were involved in the process which culminated in this report, including a 600-member citizens' group, a special 140-member citizens' advisory committee, several hundred college faculty members, selected students from Oklahoma colleges and universities, presidents of all Oklahoma colleges, and alumni fro i the various institutions. Chapter 1 presents the report's scope, procedures, limitations and organization. Chapter 2 gives an historical account of the creation of Oklahoma's colleges and universities and provides a summary description of their original functions. Chapter 3 discusses current and suggests some future functions of the institutions. Chapter 4 sets forth the goals toward which the colleges and universities should work in the next 10-20 years. Chapter 5 summarizes the conclusions and presents recommendations. Appendices contain tabulated responses to a questionnaire asking: who should go to college; what kinds of post-high school opportunities should the state provide; who should bear the costs; what should the institutions do to support industrial development, help solve social problems, and promote cultural development in Oklahoma. (JS)

ED 021 524 JC 680 262

COORDINATION AND DEVELOPMENT IN HIGHER EDUCATION, MAJOR ADDRESSES AT THE ANNUAL CONFERENCE OF THE ASSOCIATION FO HIGHER EDUCATION, (3RD, SEATTLE, DECEMBER 2-3, 1966).

Washington Education Association, Seattle. Association for Higher Education.

Pub Date Dec 66

Note—49p.

Descriptors—CONFERENCE REPORTS, *EDUCATIONAL COORDINATION, EDUCATIONAL PROBLEMS, GOVERNANCE, *GOVERNING BOARDS, *HIGHER EDUCATION, *INSTITUTIONAL RESEARCH, *JUNIOR COLLEGES, PROGRAM DEVELOPMENT, STATE PROGRAMS

Three major papers pertaining to the strengths and weaknesses of voluntary and more formal forms of institutional coordination (and other related issues) were presented to Washington's Association for Higher Education: (1) Warren Deem, in treating with the question of how the state's total higher education efforts might be more effectively coordinated in order to ensure the sound development of the state's educational resources, recommended (a) that planners should view their policy goals as "moving targets" rather than as some sort of stable condition, and (b) that an investigation should begin with a careful identification of the educational problems and needs for which more coordinated action is required. (2) Logan Wilson maintained that higher education has become too crucial to the general welfare for its development to be left entirely in local hands, and he therefore endorsed the trend toward statewide coordination. Observing that there has been a shift from voluntary to legislated coordination, he traced the historical development of state coordinating agencies. (3) Thomas B. Merson summarized the conference proceedings, cited conference gaps, and considered the question of whether a separate governing board for junior colleges in Washington should be created. Regarding the latter, he urged primarily that such a board not reduce local control and autonomy. (DG)

ED 043 781 08 VT 011 961

Coster, John K.

Patterns and Guidelines for Administering Exemplary Programs and Projects at the State Level. Center Occasional Paper No. 3.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0348

Pub Date 69

Grant—OEG-2-7-070348-2698

Note—40p.

Descriptors—Administrative Organization, *Federal Legislation, *Guidelines, Models, Policy Formation, *Program Administration, *Program Development, State Boards of Education, *Vocational Education

Identifiers—*Vocational Education Amendments of 1968

States must accept the implied responsibilities of the Vocational Education Amendments of 1968 which relate to exemplary programs, and it is necessary for State Boards to incorporate the provisions of Part D into their policies and plans as well as establish a state office in charge of exemplary programs. Guidelines are included for developing a policy statement, preparing elements of a state plan, assigning responsibility for administration, identifying the function of the administrative body, staffing the state office, establishing exemplary program management, and managing resource allocation systems. Guidelines for submitting an application for a planning grant and preparing proposals as well as suggested criteria and forms for evaluating applications for planning grants and proposals for exemplary programs and projects are appended. (SB)

ED 012 592 JC 660 212

FLORIDA'S PUBLIC JUNIOR COLLEGES.

FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

PUB DATE MAR 66

46P.

DESCRIPTORS *COLLEGE ADMINISTRATION, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, *TRANSFER PROGRAMS, ADULT EDUCATION, ADVANCED PLACEMENT, ARTICULATION (PROGRAM), COMMUNITY COLLEGES, FLORIDA, SCHEDULING, SCHOOL CALENDARS, TALLAHASSEE,

ORGANIZATION AND OPERATION OF FLORIDA'S SYSTEM OF JUNIOR COLLEGES ARE DESCRIBED. EIGHTY-TWO PERCENT OF THE STATE'S HIGH SCHOOL GRADUATES LIVE WITHIN COMMUTING DISTANCE OF A COMMUNITY COLLEGE, AND INCREASING PERCENTAGES TAKE ADVANTAGE OF THE OPPORTUNITY FOR LOWER DIVISION, VOCATIONAL-TECHNICAL, OR ADULT EDUCATION AT ONE OF THE 29 COLLEGES. FINANCING IS THROUGH A FOUNDATION PROGRAM BASED ON THE NUMBER OF INSTRUCTION UNITS, THE RANK AND EXPERIENCE OF INSTRUCTORS, AND THE ABILITY OF THE COUNTY TO SUPPORT THE PROGRAM THROUGH LOCAL TAXATION. FUTURE PLANS FOR YEAR-ROUND OPERATION MUST PROVIDE 45 WEEKS OF INSTRUCTION, BE COORDINATED WITH STATE UNIVERSITY CALENDARS, AND OFFER COURSE SEQUENCES ON A YEAR-ROUND BASIS. TRANSFERS FROM JUNIOR COLLEGES TO THE UNIVERSITIES SHOULD MEET THE SAME STANDARDS AS THE "NATIVE" STUDENTS. PROGRAMS OF ARTICULATION, ADVANCED PLACEMENT, AND ADULT EDUCATION ARE DETAILED. (WO)

ED 025 025 80 EA 001 829

Focus on the Future: Education in the States. Annual Report (3rd) of the Advisory Council on State Departments of Education.

Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No—ESEA-Title-5; OE-23050-68

Pub Date Mar 68

Note—67p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO No. FS 5.223.23050, $0.70).

HC Not Available from

Descriptors—*Federal Programs, Grants, *Program Administration, Program Development, *Program Evaluation, *Program Improvement, Program Planning, Recruitment, Resource Allocations, Special Programs, Staff Utilization, State Agencies, *State Departments of Education, Tables (Data)

Identifiers—ESEA Title 5

The Advisory Council reviews the administration of programs funded under Title V of the Elementary and Secondary Education Act of 1965 to strengthen State departments of education, and makes recommendations for the future development of State educational agencies through comprehensive educational planning. Topics covered include (1) staffing problems, (2) use of funds and people, (3) imbalances in development, (4) limited capacities for planning, (5) special project grants, (6) provision of assistance to States in strengthening comprehensive educational planning capabilities, and (7) other Federal programs aiding State educational agencies. Nine appendices present data supporting the Council's review and recommendations. (IT)

ED 014 980 JC 670 828

GILES, FREDERIC T.

PROCEEDINGS OF THE ANNUAL UNIVERSITY-JUNIOR COLLEGE CONFERENCE (4TH, UNIVERSITY OF WASHINGTON, SEATTLE, FEBRUARY 1-3, 1962)

WASHINGTON UNIV., SEATTLE
PUB DATE FEB 62

44P.

DESCRIPTORS *ARTICULATION (PROGRAM), *JUNIOR COLLEGES, *TEACHER EDUCATION, *TRANSFER POLICY, *UNIVERSITIES, COLLEGE FACULTY, TRANSFER PROGRAMS, TRANSFER STUDENTS,

THESE CONFERENCE PROCEEDINGS INCLUDE A SUMMARY OF ATTITUDES, BOTH PAST AND PRESENT, CONCERNING LIBERAL AND VOCATIONAL EDUCATION, WITH SPECULATION ON FUTURE DEVELOPMENTS. THE PROBLEMS OF TRANSFER FROM THE JUNIOR TO THE SENIOR COLLEGE ARE CONSIDERED IN SOME DETAIL BY REPRESENTATIVES OF BOTH INSTITUTIONS, PARTICULARLY ON SUCH POINTS AS COURSE CONTENT AND SEQUENCE, ANTICIPATION OF CURRICULUM CHANGES, CREDIT FOR EVENING COURSES, PROBATION PRACTICES, ETC. DEFICIENCIES IN PREPARATION OF JUNIOR COLLEGE FACULTIES AS A WHOLE ARE POINTED OUT, AND AMONG SUGGESTIONS FOR TEACHER IMPROVEMENT ARE (1) A GREATER COMPETENCE IN THE SUBJECT MATTER TAUGHT, (2) TEACHER TRAINING DIRECTED SPECIFICALLY TO THE JUNIOR COLLEGE'S UNIQUE REQUIREMENTS, (3) WHERE APPROPRIATE (AS IN A VOCATIONAL COURSE), WORK EXPERIENCE IN THE FIELD, (4) SYPATHETIC AND KNOWLEDGEABLE COUNSELING AND GUIDANCE, (5) AN APPRECIATION OF GENERAL AND LIBERAL EDUCATION IN CONTRAST TO SPECIALIZATION, AND (6) A READINESS TO EVALUATE AND EXPERIMENT WITH METHODS OF INSTRUCTION. (HH)

ED 047 390 EA 003 302

Glenny, Lyman A.

State Government and Control of Higher Education.

Pub Date 7 Feb 71

Note—12p.; Paper presented at American Educational Research Association Annual Meeting (55th, New York, New York, February 4-7, 1971)

Descriptors—*Educational Coordination, *Educational Planning, *Higher Education, *State Boards of Education, *State Government

This paper reviews briefly recent developments in the organizations designated by various States to coordinate or govern public colleges and universities. The intent is to present the outline of a model that comprehends the universe of post-secondary education more fully and with the possibility of more effectiveness than do models now employed. (Author/LLR)

ED 017 254 JC 680 031

GREIVE, DONALD E.

TRANSFER STUDY.

LORAIN COUNTY COMMUNITY COLL., ELYRIA, OHIO
PUB DATE 27 OCT 67

24P.

DESCRIPTORS *FOLLOWUP STUDIES, *GRADE POINT AVERAGE, *JUNIOR COLLEGES, *TRANSFER STUDENTS, ARTICULATION (PROGRAM), HIGHER EDUCATION, SURVEYS,

THIS 1967 STUDY AT LORAIN COUNTY COMMUNITY COLLEGE (LCCC) WAS UNDERTAKEN TO DISCOVER (1) THE PERCENTAGE OF CREDIT HOURS IN A UNIVERSITY PARALLEL PROGRAM ACCEPTED BY TRANSFER INSTITUTIONS. (2) THE STUDENT'S GPA BEFORE AND AFTER TRANSFER, AND (3) HOW MANY COLLEGES ACCEPTED LCCC'S TRANSFERS. INSTITUTIONS TO WHICH LCCC STUDENTS HAD HAD THEIR TRANSCRIPTS SENT RECEIVED FOLLOW-UP FORMS REQUESTING (1) DATA ON NUMBERS OF CREDITS ACCEPTABLE TO THE RECEIVING INSTITUTION, (2) REASONS FOR ANY NOT ACCEPTABLE, AND (3) THE STUDENT'S TRANSCRIPT AT THE END OF HIS FIRST TERM. SEPARATE COMPARISONS WERE MADE FOR THOSE WHO HAD COMPLETED (1) GRADUATION REQUIREMENTS, (2) 30 OR MORE CREDIT HOURS, AND (3) SEVEN TO 29 SEMESTER HOURS. TO PREVENT DISTORTION, THE COMPUTATION EXCLUDED THOSE WITH FEWER THAN SEVEN HOURS. STATE UNIVERSITIES WERE CONSIDERED IN ONE GROUP, THE REST (IN OR OUT OF OHIO, PUBLIC OR PRIVATE), IN ANOTHER. FORTY-SEVEN INSTITUTIONS SENT DATA ON 76 LCCC STUDENTS. SOME REPORTED BOTH CREDITS TRANSFERRED AND GPA, OTHERS REPORTED ONLY THE TRANSFER CREDITS. TABLES SHOW THE VARIOUS FINDINGS, IN PERCENTAGES AND IN ABSOLUTE FIGURES. THE CONCLUSIONS ARE THAT LCCC STUDENTS CAN TRANSFER SUCCESSFULLY TO BOTH PUBLIC AND PRIVATE COLLEGES IN OHIO AND ELSEWHERE IN THE NATION. OF THEIR ELIGIBLE WORK, 99.35 PERCENT WAS ACCEPTED. A COMPARISON OF THE GPA'S SHOWS THAT LCCC STUDENTS DO SLIGHTLY BETTER THAN THE NATIONAL AVERAGE AFTER TRANSFER. (HH)

ED 018 584 VT 001 511

GUIDELINES FOR THE DEVELOPMENT OF MERGED AREA VOCATIONAL SCHOOLS AND AREA COMMUNITY COLLEGES BY THE MERGED AREA BOARDS.

IOWA STATE DEPT. OF PUBLIC INSTR., DES MOINES
PUB DATE 66

33P.

DESCRIPTORS *AREA VOCATIONAL SCHOOLS, *BOARDS OF EDUCATION, *COMMUNITY COLLEGES, *GUIDELINES, ADMINISTRATOR GUIDES, PROGRAM ADMINISTRATION,

THE STAFF OF THE STATE DEPARTMENT OF PUBLIC INSTRUCTION, ADVISORY COMMITTEES, ADMINISTRATORS OF JUNIOR AND COMMUNITY COLLEGES, AND DIRECTORS AND ADMINISTRATORS OF AREA VOCATIONAL SCHOOLS WERE INVOLVED IN CREATING THESE GUIDELINES DESIGNED TO HELP NEW BOARDS OF DIRECTORS OF AREA VOCATIONAL SCHOOLS AND AREA COMMUNITY COLLEGES. CONTENTS INCLUDE (1) PHILOSOPHY, PURPOSES, CHARACTERISTICS, AND FUNCTIONS OF AREA VOCATIONAL SCHOOLS AND AREA COMMUNITY COLLEGES, (2) DUTIES OF THE MERGED AREA BOARD, (3) DUTIES OF THE MERGED BOARD WHICH REQUIRE STATE BOARD APPROVAL, (4) DUTIES OF THE STATE BOARD, (5) RESPONSIBILITIES OF THE MERGED AREA BOARDS FOR ORGANIZING, STAFFING, AND OPERATING A SCHOOL, AND (6) RESPONSIBILITIES OF THE DIRECTORS AND HEADS OF VARIOUS PROGRAMS AND SERVICES OF THE SCHOOLS. A DIAGRAM OF THE AREA VOCATIONAL SCHOOL OR AREA COMMUNITY COLLEGE ADMINISTRATIVE STRUCTURE AND RELATED NOTES ARE INCLUDED. (PS)

ED 024 155 80 EA 001 831

Guidelines for School District Organization. A Project Report.

Great Plains School District Organization Project, Lincoln, Nebr.; Nebraska State Dept. of Education, Lincoln.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No—ESEA-Title-5

Pub Date Jul 68

Note—183p.

Available from—Div. of School District Organization, State Dep. of Educ., 411 S. 13th Street, Lincoln, Nebraska 68508

Descriptors—Bibliographies, Economic Factors, Educational Finance, *Educational Needs, *Educational Quality, Guidelines, Population Trends, Projects, *School Redistricting, School Size, State Agencies, *State Departments of Education, *State School District Relationship

Identifiers—Iowa, Missouri, Nebraska, South Dakota

The Great Plains School District Organization Project, approved by the State Boards of Education in Iowa, Missouri, Nebraska, and South Dakota and financed by the Elementary and Secondary Education Act of 1965, had two objectives: (1) To strengthen the State Departments of Education, and (2) to seek ways and means of strengthening the Departments by improving school district organization. This report presents the findings and recommendations resulting from the 2-year study. The information for the report came from position papers prepared for the Project staff, from a review of the literature concerning school district organization, and from comments and suggestions received from legislative, lay, and professional personnel in attendance at two four-State conferences on school district organization. Fourteen organizational guidelines resulted from the study. (HW)

ED 018 884 EC 001 030

MCNICKLE, ROMA K., ED.

A REPORT OF A SYMPOSIUM ON MANPOWER DEVELOPMENT AND TRAINING IN THE FIELD OF MENTAL RETARDATION, ANNUAL MEETING OF THE AMERICAN ASSOCIATION ON MENTAL DEFICIENCY (CHICAGO, ILLINOIS, MAY 11, 1966).

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION
PUB DATE OCT 66

46P.

DESCRIPTORS– *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, *PERSONNEL, *PROFESSIONAL EDUCATION, COMMUNITY PROGRAMS, FINANCIAL SUPPORT, HIGHER EDUCATION, INSTITUTIONAL PERSONNEL, INSTITUTIONS, MANPOWER DEVELOPMENT, MANPOWER UTILIZATION, PROBLEMS, PROGRAM PLANNING, RECRUITMENT, STATE PLANNING, SYMPOSIA, TRAINING,

PAPERS FROM A 1966 CHICAGO SYMPOSIUM OF THE AMERICAN ASSOCIATION ON MENTAL DEFICIENCY CONSIDER THE NEED FOR TRAINED PERSONNEL IN VARIOUS DISCIPLINES TO PROVIDE SERVICES, DO RESEARCH, AND TEACH OTHER PERSONNEL. INCLUDED ARE "OUR INTEREST IN MANPOWER DEVELOPMENT AND TRAINING" BY WESLEY D. WHITE, "MANPOWER AND TRAINING PROBLEMS AS SEEN BY STATE PLANNING COMMITTEES" BY ALLEN R. MENEFEE, "SOURCES OF SUPPORT FOR MANPOWER AND TRAINING DEVELOPMENT" BY DARREL J. MASE, "HIGHER EDUCATION AND THE TRAINING OF MANPOWER FOR MENTAL RETARDATION" BY LEO F. CAIN, "ISSUES IN TRAINING AND MANPOWER BY FLOYD E.

MCDOWELL, "TRAINING ISSUES IN MANPOWER DEVELOPMENT FOR INSTITUTIONS FOR THE MENTALLY RETARDED" BY GARETH D. THORNE, AND "SUMMARY AND HIGHLIGHTING OF ISSUES IN MANPOWER DEVELOPMENT AND TRAINING" BY WILMAR F. BERNTHAL. (JD)

ED 017 259 JC 680 036
MEADOWS, MARK E. INGLE, RONALD R.
REVERSE ARTICULATION--A UNIQUE FUNCTION OF THE JUNIOR COLLEGE.
PUB DATE 12 NOV 67
13P.

DESCRIPTORS *ADMISSION CRITERIA, *ARTICULATION (PROGRAM), *JUNIOR COLLEGES, *TRANSFER STUDENTS, ACADEMIC ACHIEVEMENT, GRADE PREDICTION, TRANSFER POLICY, TRANSFER PROGRAMS,

KENNESAW JUNIOR COLLEGE, MARIETTA, GEORGIA, HAVING OBSERVED THE PLIGHT OF THE STUDENT WHOSE LOW GPA MADE HIM INELIGIBLE TO RETURN TO HIS SENIOR COLLEGE, FELT THAT THIS GPA WAS INSUFFICIENT REASON TO DENY HIM A SECOND CHANCE. INSTEAD, KENNESAW DECIDED TO JUDGE HIM NOT ONLY BY HIS COLLEGE TRANSCRIPT, BUT ALSO BY HIS HIGH SCHOOL GRADES AND HIS SCHOLASTIC APTITUDE TEST SCORES. BY THE USE OF REGRESSION EQUATIONS, A FRESHMAN GPA WAS PREDICTED FOR HIM. IF IT SHOWED HIM ACCEPTABLE AS A BEGINNING FRESHMAN, HE WAS CONSIDERED FOR ADMISSION. UNDER THIS PLAN, 53 TRANSFERS FROM SENIOR INSTITUTIONS ENTERED KENNESAW IN THE FALL OF 1966. A RANDOM SAMPLE OF 60 NATIVE FRESHMEN WAS CHOSEN FOR COMPARISON. IT WAS FOUND THAT THE TRANSFER WAS EQUAL TO OR HIGHER THAN THE NATIVE STUDENT IN APTITUDE AND ACHIEVEMENT (THE TOTAL SAT SCORES OF THE TRANSFERS EXCEEDING THOSE OF THE NATIVES BY 126 POINTS), AND THAT THE MEAN HIGH SCHOOL AVERAGE OF THE TWO GROUPS WAS NEARLY IDENTICAL. THE GENERALLY GREATER SUCCESS OF THE TRANSFER STUDENT CAN BE EXPLAINED BY HIS PREVIOUS COLLEGE EXPERIENCE AS WELL AS BY HIS HIGHER SAT SCORE. THE RESULTS OF THIS STUDY ARGUE FOR MORE FLEXIBLE ADMISSION POLICIES, SO THAT THE JUNIOR COLLEGE CAN PERFORM THIS SALVAGE FUNCTION. THIS PAPER WAS PRESENTED AT THE CONVENTION OF THE SOUTHERN COLLEGE PERSONNEL ASSOCIATION (KNOXVILLE, TENNESSEE. FALL 1967). (HH)

ED 012 422 AC 001 265
JOHNSON, BEN F. AND OTHERS
REPORT OF THE COMMITTEE FOR ESTABLISHING CRITERIA AND PROCEDURES FOR SELECTION OF PROPOSALS OF THE COUNCIL OF PARTICIPATING INSTITUTIONS.
GEORGIA UNIV., ATHENS
PUB DATE JUN 67
17P.

DESCRIPTORS *CRITERIA, *EVALUATION, *PROGRAM DEVELOPMENT, *PROGRAM PROPOSALS, *UNIVERSITY EXTENSION, ADULT EDUCATION PROGRAMS, ADVISORY COMMITTEES, ATHENS, COMMUNITY INVOLVEMENT, EDUCATIONAL FINANCE, EDUCATIONAL NEEDS, FEDERAL LEGISLATION, GEORGIA, GUIDELINES, HIGHER EDUCATION. HIGHER EDUCATION ACT OF 1965 TITLE I, PROGRAM PLANNING, RATING SCALES, STATE STANDARDS,

THE "COMMITTEE FOR ESTABLISHING CRITERIA AND PROCEDURES FOR SELECTION OF PROPOSALS" IN THE STATE OF GEORGIA, ADVISED THE CREATION OF A "PROPOSAL REVIEW COMMITTEE" TO ASSESS THE MERITS OF NEW UNIVERSITY EXTENSION PROJECTS, PROPOSED FOR FUNDING UNDER TITLE I, HIGHER EDUCATION ACT OF 1965, PRIOR TO KNOWLEDGE OF AVAILABLE FUNDS, TO ACCOMODATE THESE PROPOSALS TO THE AMOUNTS ACTUALLY FUNDED, AND TO CONDUCT GENERAL EVALUATION AND LIAISON. GENERAL GUIDELINES FOR FUNDING UNDER TITLE I CALLED FOR NONCREDIT PROGRAMS OF ADULT INSTRUCTION, AT COLLEGE LEVEL OR ABOVE, TO BE CONDUCTED BY QUALIFIED INSTITUTIONS WITHIN THE SCOPE, OBJECTIVES, AND CRITERIA OF THE GEORGIA STATE PLAN. SPECIFIC PROGRAM CRITERIA WERE--(1) AN ADEQUATE SUMMARY STATEMENT, (2) A LEGITIMATE PROBLEM, (3) SIGNIFICANT AND REALISTIC OBJECTIVES, (4) SERVICE TO THE RIGHT TARGET AUDIENCE, (5) APPROPRIATE STAFF FOR PROJECT PLANNING, EXECUTION, AND EVALUATION, (6) AN EDUCATIONALLY SOUND PLAN OF EXECUTION, (7) ATTENTION TO GENUINE COMMUNITY NEEDS RATHER THAN TO INSTITUTIONAL NEEDS, (8) PARTICIPATION BY THE COMMUNITY IN PLANNING PROGRAM, (9) REAL POTENTIAL FOR CONTINUING BENEFITS TO THE WIDER PUBLIC, (10) A SOUND AND REALISTIC BUDGET, (11) PROVISION FOR EFFECTIVE POSTPROJECT EVALUATION, AND (12) A PLAN FOR DISSEMINATING INFORMATION ON PROJECT METHODOLOGY AND RESULTS TO INTERESTED GROUPS AND INSTITUTIONS. THE DOCUMENT INCLUDED AN EVALUATION CHECKLIST. (LY)

ED 014 295 JC 670 604
KANSAS STATE PLAN FOR COMMUNITY JUNIOR COLLEGES.
KANSAS STATE DEPT. OF PUBLIC INSTR., TOPEKA
PUB DATE 6 JAN 67
22P.

DESCRIPTORS *ACCREDITATION (INSTITUTIONS), *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, CURRICULUM, EDUCATIONAL PHILOSOPHY, EMPLOYMENT TRENDS, KANSAS, OPPORTUNITIES, PROGRAM DEVELOPMENT, SCHOOL CONSTRUCTION, STATE STANDARDS,

LEGISLATION IN 1965 ESTABLISHED A STATE SYSTEM OF COMMUNITY JUNIOR COLLEGES AND STIPULATED THE DEVELOPMENT OF A STATE MASTER PLAN BY THE STATE DEPARTMENT OF EDUCATION. THE PLAN PROVIDES FOR ESTABLISHING NOT MORE THAN 22 JUNIOR COLLEGE AREAS, WHICH SHOULD PUT A JUNIOR COLLEGE WITHIN REASONABLE COMMUTING DISTANCE OF EVERY POTENTIAL STUDENT IN THE STATE. CRITERIA FOR DETERMINING COMMUNITY JUNIOR COLLEGE AREAS ARE (1) THE EXISTENCE OF POST-HIGH SCHOOL EDUCATIONAL NEEDS NOT BEING MET BY EXISTING INSTITUTIONS, (2) THE EFFECT OF A NEW COLLEGE ON THE PROGRAMS OF EXISTING INSTITUTIONS, (3) THE NUMBER OF POTENTIAL STUDENTS, AND (4) AN ADEQUATE FINANCIAL BASE. A FEASIBILITY STUDY MUST BE COMPLETED AND THE REPORT MUST BE APPROVED BY THE STATE PRIOR TO A LOCAL ELECTION TO ESTABLISH A COMMUNITY JUNIOR COLLEGE DISTRICT. THE COMMUNITY COLLEGE CURRICULUM MUST BE COMPREHENSIVE, PROVIDING (1) TRANSFER PROGRAMS, (2) VOCATIONAL EDUCATION TO PROVIDE PRE-ENTRY, TRADE EXTENSION, AND RETRAINING COURSES, (3) COURSES IN GENERAL EDUCATION DESIGNED TO MEET INDIVIDUAL NEEDS, AND (4) SPECIALIZED TRAINING IN PUBLIC SERVICES. THE REPORT INCLUDES PROPOSALS FOR NEW LEGISLATION AND A LIST OF CRITERIA FOR STATE ACCREDITATION OF THE COMMUNITY JUNIOR COLLEGES. (WO)

ED 015 721 JC 670 615
KELLY, FRANCES
REPORT ON CANADIAN EDUCATION IN ONTARIO PROVINCE, PARTS I AND II.
PUB DATE 67
68P.

DESCRIPTORS *FOREIGN COUNTRIES, *HIGHER EDUCATION, *JUNIOR COLLEGES, ARTICULATION (PROGRAM), CANADA, COLLEGE ROLE, EDUCATIONAL PHILOSOPHY, EDUCATIONAL PROBLEMS, ONTARIO, TECHNICAL EDUCATION, UNIVERSITIES, VOCATIONAL SCHOOLS,

IN ONTARIO, "HIGHER EDUCATION" CONSISTS OF 16 UNIVERSITIES, WHILE "POST-SECONDARY EDUCATION" IS THE AREA OF TEACHERS' COLLEGES, SCHOOLS OF NURSING, TECHNOLOGICAL INSTITUTES, AND COLLEGES OF APPLIED ARTS AND TECHNOLOGY (CAAT). A CAAT INCLUDES A TECHNOLOGICAL CENTER, A TECHNICAL AND SKILLED TRADES CENTER, A BUSINESS AND COMMERCE CENTER, AND A GENERAL AND APPLIED ARTS CENTER. FINANCIAL SUPPORT COMES FROM THE LEGISLATURE, FEDERAL APPROPRIATIONS, ORGANIZATIONS, AND STUDENT FEES. THE COLLEGE IS NOT INTENDED TO SERVE A TRANSFER FUNCTION, THOUGH IT MAY ENTER INTO AGREEMENTS FOR SPECIFIC UNIVERSITY COURSES ON ITS CAMPUS. PROBLEMS OF THE CAAT INCLUDE (1) ARTICULATION, (2) FACULTY RECRUITMENT, PREPARATION, AND IMPROVEMENT, AND (3) CLARIFICATION OF ROLE. THIS 2-PART REPORT INCLUDES (1) A BRIEF HISTORY OF HIGHER AND POSTSECONDARY EDUCATION IN ONTARIO, (2) A SUMMARY OF INTERVIEWS AND DISCUSSIONS WITH EDUCATORS, AND (3) A REVIEW OF RELEVANT LITERATURE. (WO)

ED 017 232 JC 671 010
KINTZER, FREDERICK C.
ARTICULATION IS AN OPPORTUNITY.
PUB DATE APR 67
5P.

DESCRIPTORS *ACADEMIC STANDARDS, *ARTICULATION (PROGRAM), *JUNIOR COLLEGES, *PROGRAM COORDINATION, *TRANSFER PROGRAMS, COLLEGE COOPERATION, HIGHER EDUCATION,

THE RIGHT TO ESTABLISH STANDARDS FOR THE BACHELOR'S DEGREE IN CALIFORNIA HAS LONG BEEN THE RESPONSIBILITY OF THE SENIOR INSTITUTIONS. ALTHOUGH THEY HAVE A HIGH REGARD FOR THE WORK OF THE JUNIOR COLLEGE, THEY FEAR THAT COURSE CONTENT MAY DIMINISH BECAUSE OF THE GREAT DEMANDS ON THE JUNIOR INSTITUTIONS. THEY HAVE CONFIDENCE IN THE UNIV-

ERSITY-WIDE OFFICE OF RELATIONS WITH SCHOOLS, WHICH SUBMITS PROPOSED COURSES TO THE UNIVERSITY'S DIRECTOR OF ADMISSIONS TO DECIDE IF THEY ARE UNIVERSITY-EQUIVALENT OR OTHERWISE APPROPRIATE FOR A DEGREE. THIS PROCESS, WHILE SLOW, DOES WORK AND TRANSFER PROBLEMS HAVE NOT BEEN GREAT. UNDER THE TRIPARTITE SYSTEM OF HIGHER EDUCATION, HOWEVER, THE JUNIOR COLLEGE FEELS IT SHOULD HAVE MORE VOICE, ESPECIALLY INSOFAR AS THE PRESENT SYSTEM CURTAILS INNOVATION AND EXPERIMENT. THE ARTICULATION CONFERENCE INFORMALLY OVERSEES THE TRANSFER PROCESS AND, ALTHOUGH IT WORKS WELL, THE DECISION HAS STILL NOT BEEN LEFT TO THE JUNIOR COLLEGE. THIS AREA OF TENSION APPEARS TO BE LESSENING THROUGH INCREASED CONFERENCE AND COMMUNICATION. ARTICULATION IN CERTAIN SUBJECT FIELDS AND SEVERAL AGREEMENTS BETWEEN THE UNIVERSITY AND THE JUNIOR COLLEGE HAVE BEEN WORKED OUT IN THIS MANNER, WITH MORE APPROACHING CONCLUSION. IT IS FELT THAT MORE UNIVERSAL AGREEMENTS IN GENERAL EDUCATION TRANSFERS CAN NOW BE DEVELOPED. THIS ARTICLE IS A REPRINT FROM THE "JUNIOR COLLEGE JOURNAL," VOLUME 37, NUMBER 7, APRIL 1967. (HH)

ED 043 117 24 EA 003 062

Linking Schools to State Education Departments. Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, No. 8.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-8-0353

Pub Date Sep 70

Contract—OEC-0-8-080353-3514

Note—19p.

Descriptors—*Bibliographies, Federal Aid, Intermediate Administrative Units, *Literature Reviews, *State Departments of Education, State Programs, *State School District Relationship, Statewide Planning

This analysis focuses on the current patterns of linkage of local and intermediate education districts to State departmnts of education. Most of the literature offers suggestions and recommendations that State education departments increase their role in statewide coordination and in development and implementation of statewide educational policy. An 85-item bibliography of recent literature is included. (RA)

ED 042 235 EA 002 968

Londergan, Susan

Establishing an Educational Planning Unit for Delaware Department of Public Instruction.

Delaware State Dept. of Public Instruction, Dover.

Pub Date 69

Note—59p.

Descriptors—Agency Role, *Educational Planning, Evaluation Methods, Literature Reviews, Organization, *Planning Commissions, Program Evaluation, Staff Role, *State Departments of Education, Systems Analysis

To assist the Delaware Department of Public Instruction in designing and implementing a modern strategy for coordinating educational planning in the State, this report reviews techniques employed by other State educational agencies and offers a proposal for developing a planning unit within the department. Some specific recommendations for improving planning within the department are: systems analysis training for department personnel, evaluation and updating of existing programs, a coordination system for departmentwide use, alternatives for decision makers, and the use of longrange projections as guidelines for short term efforts. (EA)

ED 024 118 EA 001 723

McCarrey, Leon R. Kolber, Lawrence B.

The Importance of Coordination in Higher Education.

Utah State Coordinating Council of Higher Education, Salt Lake City.

Pub Date Apr 68

Note—136p.

Descriptors—Administrative Organization, *Educational Coordination, Educational Responsibility, *Higher Education, Instructional Programs, Post Secondary Education, *Program Development, *State Agencies, *State Surveys

Identifiers—Utah

This document illustrates several ways by which program allocation can facilitate development of quality educational programs in Utah. A major portion of the document is devoted to a State-by-State analysis of the single boards and councils of higher education in 21 States. These investigations are concerned with the structure, authority, responsibility, and institutional guidelines for the approval of new programs. The need for a central State coordinating agency for the State of Utah is then determined, and an attempt is made to develop specific criteria and guidelines for the evaluation of instructional programs and administrative units. Since Utah is lagging behind a number of States in developing an integrated Statewide educational program, it is suggested that this proposed agency should be empowered, via appropriate legislation, to review and allocate programs for Utah's institutions of higher education. (HW)

ED 031 584 VT 008 991

Malsbary, Dean R. Holmes, Samuel F., Jr.

A Study of Education for the Distributive Occupations with Implications for Better Articulation of High School and Community College Programs in Connecticut.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.; Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.

Pub Date May 69

Note—111p.

Descriptors—*Articulation (Program), Bibliographies, College Curriculum, Community Colleges, *Curriculum Research, *Distributive Education, *Educational Needs, High School Curriculum, *Job Skills, Program Content, Program Coordination, Program Improvement, Questionnaires, State Surveys, Vocational Development

Identifiers—Connecticut

A brief overview of high school and community college programs for distributive occupations is presented, along with a discussion of the general problem of articulation and coordination of competencies that should be developed at the secondary and post secondary levels. A discussion of the scope and development of distribution precedes the definition and discussion of several competency models. One author, in presenting a conceptual framework for distributive curriculums, identified four areas of necessarily broad competencies: marketing, social, basic skill, and technological competencies. Data for the study were obtained by questionnaires submitted to secondary and postsecondary distributive educators to identify desired competencies and levels of proficiency, that is, mastery or acquaintance. Findings of the study indicate that the transition from the secondary level of distributive education to the postsecondary level is in need of considerably more coordination. One basis for this conclusion was the finding that for 12 basic competencies, the high school required a mastery level of proficiency, while the community college required only an acquaintance level. A 70-item bibliography of books, periodicals, and theses is appended. (CH)

ED 019 067 JC 680 142

MEDSKER, LELAND L. AND OTHERS

PROCEEDINGS OF THE ADVANCED WORKSHOP IN JUNIOR COLLEGE ADMINISTRATION (UNIVERSITY OF CALIFORNIA, BERKELEY, JULY 10-28, 1967).

CALIFORNIA UNIV., BERKELEY, SCHOOL OF EDUC.

PUB DATE 67

DESCRIPTORS– *CASE STUDIES (EDUCATION), *EDUCATIONAL ADMINISTRATION, *JUNIOR COLLEGES, *LEADERSHIP TRAINING, *WORKSHOPS, ACCREDITATION (INSTITUTIONS), ARTICULATION (PROGRAM), INNOVATION, JUNIOR COLLEGE LEADERSHIP PROGRAM, RESEARCH, TEACHER ADMINISTRATOR RELATIONSHIP,

THE CASE STUDY METHOD WAS USED IN THE CONSIDERATION OF EIGHT PROBLEMS IN JUNIOR COLLEGE ADMINISTRATION. FOR EACH PROBLEM, THIS REPORT SUMMARIZES THE SITUATION PRESENTED TO THE WORKSHOP PARTICIPANTS, THEIR DISCUSSION, AND THE ACTUAL OUTCOME OF THE PROBLEM CASE. SUMMARIES ARE ALSO PRESENTED FOR PAPERS OR DISCUSSIONS ABOUT INNOVATION, ACCREDITATION, RESEARCH, FACULTY-ADMINISTRATION RELATIONSHIPS, AND ARTICULATION. OUTLINES OF INDIVIDUAL STUDENT PROJECTS ARE APPENDED. (WO)

ED 047 409 EA 003 322

Morphet, Edgar L., Ed. Jesser, David L., Ed.

Emerging State Responsibilities for Education.

Improving State Leadership in Education, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 70

Note—177p.

Available from—Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203 (Free)

Descriptors—*Educational Planning, *Educational Responsibility, Evaluation, Federal Aid, Federal State Relationship, Leadership, Role Perception, *Social Change, *State Departments of Education, State Standards, Technological Advancement

Identifiers—ESEA Title V

Technological revolution, knowledge explosion, and population expansion are necessitating a new role definition for State education agencies. This new role should be tailored through an alliance between the State agency and citizens and institutions with interests in education. Such an alliance should ensure that the structure of the State education agency provide creative leadership and

assist the development of a planning mechanism to insure that final decisions of the agency are both defensible by and reflective of the needs and wishes of the people. The State agency, in conjunction with citizens, must (1) seek to improve learning environments, opportunities, and procedures; (2) strengthen the organization, operation, and support of education; (3) facilitate research, development, demonstration, and dissemination; and (4) encourage adequate evaluation of education for a changing society. (Author/MLF)

ED 013 108 JC 670 826

NELSON, JAMES H. GILES, FREDERIC T.

A STATEMENT OF GUIDELINES CONCERNING ARTICULATION BETWEEN TWO-YEAR AND FOUR-YEAR COLLEGES, WASHINGTON FOLLOW-UP CONFERENCE OF THE NATIONAL PROJECT FOR IMPROVEMENT OF ARTICULATION BETWEEN 2-YEAR AND 4-YEAR COLLEGES (U. OF WASHINGTON, MAY 2-5, 1965).

WASHINGTON UNIV., SEATTLE

PUB DATE 65

24P.

DESCRIPTORS *ARTICULATION (PROGRAM), *GUIDELINES, *JUNIOR COLLEGES, *PROGRAM COORDINATION, *TRANSFER STUDENTS, INTERCOLLEGIATE PROGRAMS, TRANSFER PROGRAMS,

THE AUTHORS PRESENT A SET OF SPECIFIC GUIDELINES WITHIN A FRAMEWORK OF FIVE PRINCIPLES. (1) MAXIMUM FREEDOM TO TRANSFER SHOULD BE PRESERVED FOR STUDENTS WHO MAKE SATISFACTORY JUNIOR COLLEGE RECORDS. ATTENTION IS GIVEN TO THE PLACE OF HIGH SCHOOL RECORDS, TEST SCORES, INSTITUTIONAL GRADE DIFFERENTIALS, FLEXIBILITY, AND METHODS OF COMPUTING GRADE POINT AVERAGES. (2) IT IS IMPORTANT TO PROVIDE AN ATMOSPHERE OF FREEDOM OF CHOICE FOR TRANSFER STUDENTS, RATHER THAN ONE OF DIRECTION OR REDIRECTION. THIS PRINCIPLE LEADS TO GUIDELINES FOR EVALUATION OF QUANTITY AND NATURE OF TRANSFER CREDIT, CONSIDERATION OF GRADES EARNED IN SPECIFIC COURSES (REGARDLESS OF OVERALL AVERAGES), THE USE OF PLACEMENT AND VALIDATION EXAMINATIONS, AND THE METHODS OF CREDITING HIGH SCHOOL ADVANCED PLACEMENT COURSES. (3) THE PRINCIPLE OF EQUALITY OF TREATMENT FOR NATIVE AND TRANSFER STUDENTS WITH RESPECT TO CHANGES IN REQUIREMENTS HAS IMPLICATIONS FOR TIMING OF CHANGES IN COURSES, PROGRAMS, AND GRADUATION REQUIREMENTS, AND FOR PROGRAMS OF ACADEMIC ADVISEMENT. (4) PROBLEMS OF TRANSFER STUDENTS DIFFER FROM THOSE OF FRESHMEN IN SUCH MATTERS AS COUNSELING, FINANCIAL ASSISTANCE, AND PARTICIPATION IN COCURRICULAR ACTIVITIES. (5) ARTICULATION PROGRAMS MUST BE CHARACTERIZED BY CAREFUL PLANNING, CONTINUITY, REGULAR EVALUATION, AND CONCENTRATION ON THE WELFARE OF THE TRANSFER STUDENT. (WO)

ED 025 259 JC 680 494

The Open Door, A Quarterly Journal of the North Carolina Department of Community Colleges.

North Carolina State Board of Education, Raleigh. Dept. of Community Colleges.

Pub Date 68

Note—24p.

Journal Cit—The Open Door: v4 n3 Fall 1968

Descriptors—Articulation (Program), *Counseling, Guidance, *Junior Colleges, *Subprofessionals, *Technical Institutes, Technical Occupations, Vocational Education

Identifiers—*North Carolina

This issue contains articles on the state's opportunities in technical education and the need for making them known to more students, teachers, and counselors. The contents are: (1) an editorial on the success and satisfactions of engineering technology graduates; (2) the place of the technician in industry, a description of courses available, and the need to inform prospective students about them; (3) an example of a young woman's success in chemical technology; (4) an explanation of the difference between merely working while attending college and pursuing cooperative education, in which the job and courses are related; (5) the importance of informing secondary school personnel about the offerings of community colleges and technical institutes and some ways of accomplishing it; (6) ways of improving articulation between secondary and post-secondary schools, including, in some cases, transfers of credit to avoid wasteful repetition of coursework; (7) the satisfaction of a high school dropout who finally earned her diploma and continued on to a practical nursing program at a technical institute; (8) details of an Introduction to Vocations course designed to inform high school students of post-secondary study opportunities; (9) description of a program in distributive education; and (10) a report on a summer workshop for guidance counselors in Guilford County. (HH)

ED 025 035 80 EA 001 852

Personnel Administration in State Education Agencies in the Years Ahead: A Guide for the Self-Evaluation and Improvement of Personnel Administration in the State Education Agency. Report on the Improvement of Personnel Administration in State Education Agencies Project.

California State Dept. of Education, Sacramento.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No—ESEA-Title-5

Pub Date 68

Note—164p.

Available from—California State Department of Education, 721 Capitol Mall, Sacramento, California 95814

Descriptors—Employer Employee Relationship, Fringe Benefits, *Guidelines, Incentive Systems, Job Training, Labor Conditions, Personnel Directors, Personnel Evaluation, *Personnel Policy, *Program Evaluation, Recruitment, Salaries, Staff Utilization, *State Departments of Education

Identifiers—ESEA Title 5

A study of personnel administration in State education agencies leads to the conclusion that the agencies' personnel programs desperately need to be strengthened. The findings and recommendations are based on (1) a comprehensive review of existing personnel practices in State education agencies; (2) a review of personnel management practices in business, industry, and government; and (3) a review of recent literature dealing with modern concepts of personnel administration. The major findings are that most State education agency personnel programs are severely hampered by (1) lack of professional personnel leadership, (2) the control of their appropriated funds being held by outside agencies, (3) low salaries paid their professional staff, (4) lack of attention given to motivating employees, and (5) ineffective communications in the agency. Extensive guidelines suggest ways for the agencies to improve their personnel administration, and a scorecard for each guideline can be used by the agency to evaluate its existing personnel program. Selected references and a glossary of terms are appended. (TT)

ED 047 123 VT 012 472

Planning Education for Nevada's Growth. A Master Plan for Education.

Nevada State Dept. of Education, Carson City.

Pub Date 69

Note—556p.; Two vols

Descriptors—Curriculum Design, *Educational Administration, Educational Coordination, Educational Planning, *Educational Programs, *Master Plans, Program Planning, State Curriculum Guides, *State Departments of Education, *State Programs, Vocational Education

Identifiers—*Nevada

As the result of a 1968 directive by the Nevada State Legislature this study was undertaken to develop a master plan for education in the State, including plans for the development of a system of area community colleges. The study is the result of the work of department staff, personnel from many state agencies, and recognized authorities in education all over the United States. For each level of administrative structure and for each subject at each level of education from preschool to adult, the study examines present practices and emerging mandates, and makes recommendations. (BH)

ED 016 448 JC 670 [illegible]58

SELECTED PAPERS FROM THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES (46TH, ST. LOUIS, FEBRUARY 28-MARCH 4, 1966).

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.

PUB DATE 66

95P.

DESCRIPTORS *COMPUTERS, *CONFERENCE REPORTS, *GOVERNING BOARDS, *JUNIOR COLLEGES, *TEACHER IMPROVEMENT, AMERICAN ASSOCIATION OF JUNIOR COLLEGES, ARTICULATION (PROGRAM), AUTOMATION, COLLEGE ROLE, DATA PROCESSING, EDUCATIONAL LEGISLATION, EDUCATIONAL PHILOSOPHY, ENGLISH INSTRUCTION, INSTRUCTIONAL TECHNOLOGY, MISSOURI, REMEDIAL INSTRUCTION, ST. LOUIS, STUDENT PERSONNEL SERVICES, TEACHER EVALUATION, TRUSTEES,

THE TEXTS OF TEN PAPERS ARE INCLUDED--(1) REFLECTIONS FROM OUTSIDE, (2) DIVERSITY AND DIVISIVENESS IN HIGHER EDUCATION, (3) EDUCATION FOR THE NEXT GENERATION, (4) THE COMMUNITY CAMPUS, (5) THE JUNIOR COLLEGE AND INTERNATIONAL EDUCATION, (6) THE FLORIDA-COLOMBIA ALLIANCE PROGRAM, (7) THE JUNIOR COLLEGE TRUSTEE, (8) BOARD RELATIONSHIPS TO ADMINISTRATION AND FACULTY, (9) BOARD RESPONSIBILITY FOR A CLIMATE OF CREATIVITY, AND (10) TRENDS IN EDUCATING HEALTH SERVICE WORKERS. ALSO INCLUDED ARE MATERIALS FROM FORUMS--(1) EVALUATING TEACHER EFFECTIVENESS, (2) FEDERAL LEGISLATION, (3) COMPUTERS AND COLLEGES, (4) STRENGTHENING STUDENT PERSONNEL SERVICES, (5) THE NEW CURRICULUMS, (6) FROM JUNIOR TO SENIOR COLLEGE, AND (7) REPAIRING STUDENT DEFICIENCES IN ENGLISH. THIS DOCUMENT IS ALSO AVAILABLE FOR $2.00 FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (WO)

ED 045 058 24 HE 001 925
State Boards Responsible for Higher Education – 1970. Final Report.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0373
Pub Date Apr 70
Grant—OEG-3-9-180373-0065(010)
Note—16p.

Descriptors—Governance, *Governing Boards, *Higher Education, *Public Education, *Responsibility, *State Boards of Education

This report, a brief summary of a definitive study on the organizational, administrative, and operational patterns of 283 State Boards responsible for 1,268 institutional units of higher education, presents information on the types of boards in each State, the District of Columbia and U.S. territories and possessions, and classifies the types of institutional units for which these boards are responsible. The background and methods of the study, and a summary of the findings, analysis, conclusions and recommendations, precede the statistical information. (AF)

ED 015 728 JC 670 704
TYLER, HENRY T.
CALIFORNIA JUNIOR COLLEGE ASSOCIATION COMMITTEE HANDBOOK, FALL, 1965.
CALIFORNIA JUNIOR COLL. ASSN., SACRAMENTO
PUB DATE 65

48P.

DESCRIPTORS *JUNIOR COLLEGES, ARTICULATION (PROGRAM), CALIFORNIA, COLLEGE COOPERATION, COMMITTEES, GUIDES, INTERCOLLEGIATE PROGRAMS, ORGANIZATIONS (GROUPS),

IN THE CALIFORNIA JUNIOR COLLEGE ASSOCIATION THERE ARE FOUR GROUPS OF COMMITTEES. THOSE ESTABLISHED BY THE CJCA CONSTITUTION ARE ASSIGNED FUNCTIONS IN (1) ACCREDITATION, (2) ARTICULATION WITH OTHER EDUCATIONAL INSTITUTIONS AND AGENCIES, (3) ATHLETICS, (4) CONTINUING EDUCATION, (5) CURRICULUM AND INSTRUCTION, WITH SUBCOMMITTEES ON NURSING, REAL ESTATE, AND LIBRARIES, (6) FINANCE AND LEGISLATION, WITH SUBCOMMITTEES ON FEDERAL LEGISLATION, FINANCE, AND SMALL COLLEGES, (7) GUIDANCE AND STUDENT PERSONNEL, (8) NOMINATIONS, (9) RELATIONS WITH ORGANIZATIONS OTHER THAN SCHOOLS, AND (10) STUDENT GOVERNMENT. AREAS ASSIGNED TO STANDING COMMITTEES ARE (1) COMMUNITY SERVICES, (2) COOPERATIVE PROJECTS WITH INDUSTRY, (3) EDUCATIONAL TELEVISION, (4) FACILITIES, (5) PUBLIC RELATIONS, (6) RESEARCH AND DEVELOPMENT, AND (7) VALUES IN HIGHER EDUCATION. SPECIAL COMMITTEES WORK ON (1) ATTENDANCE AND ENROLLMENT STUDIES, (2) CREDENTIALS, (3) INSTRUCTOR EXCHANGES, AND (4) INTERNATIONAL EDUCATION. ARTICULATION CONFERENCE COMMITTEES ARE ASSIGNED TO (1) AGRICULTURE, (2) BUSINESS ADMINISTRATION, (3) ENGINEERING, (4) NURSING, (5) FOREIGN STUDENTS, (6) LETTERS AND SCIENCES, (7) ENGLISH, (8) FOREIGN LANGUAGE, AND (9) SOCIAL SCIENCE. FOR EACH COMMITTEE THERE IS A STATEMENT OF FUNCTION, RESPONSIBILITY, MEETINGS, MEMBERSHIP, AND TERM OF OFFICE, PLUS A ROSTER OF CURRENT MEMBERS. (WO)

ED 026 990 ARTICULATION AGREEMENTS BETWEEN THE UNIVERSITY OF CALIFORNIA, LOS ANGELES, AND THE COLLEGES OF THE LOS ANGELES CITY JUNIOR COLLEGE DISTRICT. Los Angeles: Los Angeles Junior College District, 1968. MF-$0.65 HC-$3.29 52P.

These articulation agreements have been negotiated so that the junior college student may complete the first two years toward his baccalaureate with courses that meet the requirements of his major. This bulletin merely lists the acceptable courses; details of curricula, course titles, descriptions, or units of credit may be found in the catalogs of the respective colleges. From this listing, the student can see what is needed, not only for his major, but also for completing his general education requirements. In some cases, a certain course may satisfy both needs. If the student elects courses that satisfy neither requirement, he may have to spend extra time in the lower division before transfer. This schedule also lists courses that satisfy minor and major requirements toward teaching credentials. The report may serve as a guide for other schools wishing to establish similar agreements. (HH)

ED 019 926 Darnes, G. Robert (Ed.) PROCEEDINGS OF THE STATEWIDE JUNIOR COLLEGE CONFERENCE (2ND, PEORIA, NOVEMBER 16-18, 1967). Springfield: Illinois Junior College Board, 1967. MF-$0.65 HC-$6.58 171P.

An address on excellence and responsibility in democratic education opened this conference. Subsequent speakers covered the comprehensive program of Illinois public junior colleges, their evaluation and accreditation, cocurricular activities and student government, student handbooks, data for selective service boards, a description of California's college of San Mateo and its fulfillment of the junior college concept, expected accomplishments in the future of Illinios junior colleges, curricular admission requirements within the open-door policy, an explanation of the American College Testing Program, initiating and adjusting curriculums to facilitate the success of the non-transfer student, selection of students for the vocational-technical curriculum articulation procedures with both high school and 4-year institutions, the development of core science courses usable in different health occupation curriculums, a brief comment of qualifications for HEA Title I Funds, various facets of innovation in instruction, the use of TV, programmed learning, the Plato Computer-Controlled System and other automated teaching aids, institutional research for instructional evaluation, the definition and role of the faculty senate, adult education, the functions of student government, a proposed uniform accounting manual with a chart of accounts and unit cost study, provisions of the retirement, disability, and pension system. (HH)

ED 014 981 Giles, Frederic T. PROCEEDINGS OF THE ANNUAL UNIVERSITY JUNIOR COLLEGE CONFERENCE (5TH, UNIVERSITY OF WASHINGTON, SEATTLE, JANUARY 31-FEBRUARY 2, 1963). Seattle: Washington University, 1963. MF-$0.65 HC-$3.29 58P.

These proceedings reflect the university's growing concern for the transfer student and an awareness of certain problems that can be cooperatively solved. The transfer student's status will continue to rise as state and professional groups work to increase the number and quality of junior colleges. While effects of curriculum changes on the prospective transfer should be minimized, articulation problems associated with such changes are complex, since: (1) students come from many kinds of institutions; (2) change is a complex process even within the university, without involving other agencies; (3) the process is so lengthy that no time seems really appropriate for outside discussion; (4) the needs of the transfers are considered as much as possible during the process; and (5) colleges, students, and the community should become aware that not all lower division programs are interchangeable. The conference also included: (1) a study of factors affecting the performance of transfer students; (2) statistical examples as patterns for more comprehensive, administratively useful statistical work; and (3) detailed discussion of: (A) a junior college counseling and guidance service; (B) current University of Washington entrance requirements; (C) anticipated effects on prerequisites of the introduction of a business administration program at the university; and (D) a comparison of junior college and university course content in engineering and related fields. (HH)

ED 013 632 Knoell, Dorothy M., and Medsker, Leland L. FROM JUNIOR TO SENIOR COLLEGE--A NATIONAL STUDY OF THE TRANSFER STUDENT. Washington, D.C.: American Council on Education, 1965. MF-$0.65 HC-3.29 113P.

In this national study of the prediction of success of the junior college transfer student, the authors found that his success depended on the interaction of many variables, such as his own attributes and those of the senior institution, its academic standards and general climate, and the alternatives offered the student. These findings suggest that certain actions could be taken now, however, on the assessment of individual characteristics, on determining attributes of the 4-year institution, on counseling and placement of students, and on articulation among both junior and senior colleges. Such immediate actions would help to accommodate some of the continuing increase in student transfers even while other areas for research (which would emerge as the expected new practices evolve), are being pursued. The technical report of the original study is available as ED 003 047 and a related report as ED 003 327. This document is available from the American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036 for $2.50. (HH)

ED 019 957 PROPOSAL FOR PROGRESS, IOWA COOPERATIVE STUDY OF POST HIGH SCHOOL EDUCATION. FINAL REPORT. 1967. MF-$0.65 HC-$9.87 224P.

A two year study (1965-67) was designed to identify Iowa's post secondary education needs, determine facilities needed, determine functions for educational institutions, discover staff needs, recommend means of coordination and governance, and propose methods of financing post secondary education. Characteristics of an effective system were determined to be widespread educational opportunity, diversity of programs and services, high quality, economy of operation, coordination, and cooperation. The investigators gave attention to: (1) socioeconomic and demographic factors; (2) student characteristics; (3) enrollment projections; (4) program needs and proposals for patterns of post secondary education; (5) faculty and staff; (6) existing facilities; (7) cost of capital improvements; (8) patterns of income and expenditures; (9) projections of operating costs, and (10) governance and coordination. Consideration was given to the operation and roles of the private colleges and universities, the state operated four year institutions, the area vocational schools, and the community colleges. (WO)

ED 016 460 WASHINGTON COMMUNITY COLLEGES COMPOSITE, UNIVERSITY OF WASHINGTON COMMUNITY COLLEGE TRANSFER PROGRAMS. Seattle: Washington University, 1966. MF-$0.65 HC-$3.29 151P.

This articulation statement is in three parts: (1) general information about the University of Washington includes admission criteria and procedures, transfer policies, student aid, and articulation processes; (2) programs and course requirements are described for each of the University's colleges, schools, interdepartmental programs, and departmental curriculums; and (3) for each community college in the state, there is a list of courses for which parallel evaluations have been completed and for which direct transfer credit will be granted. Each course is listed with its university parallel. (WO)

ED 013 614 Wattenbarger, James L. GUIDELINES FOR IMPROVING ARTICULATION BETWEEN JUNIOR AND SENIOR COLLEGES, A STATEMENT BY THE JOINT COMMITTEE ON JUNIOR AND SENIOR COLLEGES. (TITLE SUPPLIED) Washington, D.C.: American Council on Education, 1966. MF-$0.65 HC-$3.29 20P.

These articulation guidelines were compiled to provide a framework within which junior and senior colleges, singly and cooperatively, can develop specific policies governing transfer between and among institutions. Statements of 27 issues or problems are each followed by statements of principles and procedures. Five major areas are covered: (1) admissions; (2) evaluation of transfer courses; (3) curriculum planning; (4) advising, counseling, and other student personnel services; and (5) articulation programs. (WO)

Doctoral Dissertations

Donato, Donald John. THE EFFECT OF EXPECTATION-PRESS INCONGRUENCY ON JUNIOR COLLEGE TRANSFER STUDENT ACHIEVEMENT. University of Missouri - Columbia, 1970. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-8314).

The purpose was to contribute to the validity of the concept that unrealistic expectations affect the adaption of entering students to the university environment. The study wished to focus the effect of any unrealistic expectations on the first semester achievement of junior college transfer students. All junior college transfer students and a random sample of entering freshmen who pre-registered during the summer for the fall semester responded to the College Characteristic Index (CCI) in terms of their expectations of university life. Eight weeks after the fall semester began the pre-enrollment transfer group was asked to complete the CCI again in terms of their actual perceptions of the university climate. Concurrently, a randomly selected group of native students, individually matched with the transfer sample by sex, hours completed or accepted toward the degree and high school rank, were asked to indicate their percpetions of the university environment. The responses to the CCI were transformed into standard scale and factor scores. Overall differences were measured by comparing various groups means for each of the CCI dimensions utilizing the profile correlation, D^2 statistic and an analysis of variance. A D statistic was calculated for each transfer student indicating the degree to which he held unrealistic expectations or perceptions of the university environment relative to the native student perceived press. An analysis of covarinace, used to control transfer student academic in-put utilized this D statistic to establish the effect of the amount of expectation-press incongruency on achievement. Similarly the D statistic was used in a multiple regression technique to establish whether expectation-press incongruency signficantly contributed to the prediction of first semester achievement beyond that attributable to student academic input alone. The results of testing the various hypothesis dealing with the nature of new student expectations, their relationship to the environmental press perceived by native students, and the effect of incongruent expectations on achievement for junior college transfer students is summarized as follows: (1) Entering junior college transfer students and freshmen differ in their expectations of the amount but not the relative distribution of press within the University environment. Differences in expectations appear more related to intra-group differences (sex and intended major) than inter-group differences (freshmen vs transfer students). (2) New students hold highly unrealistic expectations of university life. They are more unrealistic in their anticipation of the intellectual climate than they are of the non-intellectual climate. (3) New students quickly alter their unrealistic expectations of university life. As a group the junior college transfer students perceptions of press begin to approximate that of native students within a short period of time after enrollment. (4) There is no relationship between the aberrant expectations of university life and junior college transfer student achievement.

The disparity between their unrealistic expectations and the perceived environment does not appear to affect their first semester grade point average. Discussion - The expectation-press hypothesis assumes that unrealistic expectations of university affects the adjustment of students to the university environment. The present study establishes that new students do in fact hold unrealistic expectations of university life relative to the perceived press of native students. Secondly, the present study indicates that some adjustment does occur in that the unrealistic expectations of entering junior college students are significantly altered toward the native student perceived press in a relatively short period of time after enrollment. There is not relationship, however, or effect of expectation-press incongruency on the first semester achievement of junior college transfer students. Even when the transfer students' previous achievement is adequately controlled incongruency has little or no effect on achievement.

Hergenroeder, Stanley Joseph. A COMPARATIVE STUDY OF THE ACADEMIC PERFORMANCE OF COMMUNITY COLLEGE TRANSFERS AND NATIVE STUDENTS IN SIX PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES IN MICHIGAN. University of Michigan,1967. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-7623).

The purpose of this study is to determine whether or not community college transfer students in Michigan maintain as good an academic record at the state universities as the native students. Grade point averages are used as the principal criteria in the measurement of academic success. Other criteria used include scholastic recognition (Dean's List), academic probation, and persistence to graduation. A letter was sent to the registrars at Central Michigan University, Eastern Michigan University, Ferris State College, Michigan State University, Western Michigan University, and the University of Michigan. All institutions with the exception of Michigan State University and Northern Michigan University agreed to participate in the study. Students classifed as juniors in September, 1961 were studied. All transfer students and a random sample of native students were selected. A total of 347 transfers and 861 native students are included in the study. Performance of both transfer and native students was studied over a two year period after entrance into the junior year. Grade-point averages were computed cumulatively and used for all comparisons of grade-points between the two groups. Data were extracted from the actual transcripts of the students. To test for significant difference chi-square was used. Significance was measured at the 0.01 level. At all six institutions included in this study there were no significant differences in the cumulative mean grade-point averages of transfer and native students. Native student were more successful than transfers in qualifying for baccalaureate degree at the end of four years of study at four of the institutions. At Central Michigan University and Ferris State College the transfers were more successful than the native students in persistence to graduation. A higher percentage of native students than transfers were recognized for high scholastic standing. The transfer students found themselves on academic probation more often than did the native students.

Hutchison, Jerry E. A STUDY OF THE PUBLIC COMMUNITY JUNIOR COLLEGE STUDENTS WHO TRANSFERRED TO THE UNIVERSITY OF KANSAS IN THE FALL OF 1969. University of Kansas. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-25,350).

(1) Statement of the Problem - Most recent evidence shows the public community junior college is becoming an influential force in higher education. Enrollment has tripled in the last decade, with 2,250,000 students enrolled in the U.S. Kansas junior college have kept pace with this growth and it appears reasonable that more and more students will be matriculating at a local college and then transferring to state universities. Presently, little is known about the cognitive abilities or the affective characteristics of these students. This dissertation was designed to study those students who chose to enroll in a junior college and later transfer to the state University. (2) The Samples - Three groups were described and then compared across a series of variables. The groups were: (1) a large percentage of all students enrolled in Kansas public junior colleges in 1968-69; (2) those students who attended junior college in 1968-69 and transferred in the fall of 1969 to the University of Kansas; (3) a stratified random sample of University of Kansas Freshmen in the fall of 1969. The freshmen sample came from counties which maintained junior colleges. (3) Procedure - Each sample completed a form "Inquiry to Kansas Community Junior College Students" consisting of 158 questions. Thirty-one of these questions were determined to measure nine dimensions of interest: family income, high school grade average, family income, scholastic aptitude, size of high school graduation, education of father, self assessment of qualities of questing and persistence, concern about ability to finance education, source of income for financing education and persons or events that led to decision to enroll in a particular college. Frequency distribution showing responses to alternatives of each of the 31 questions were made and reported. Comparisons of the transfer students to other samples were made by the Chi-square test. A discriminant function across three variables was calculated between the transfer and freshmen group. (4) Findings - The discriminant function across the variables of family income, high school grade average and ACT composite score was found to be statistically significant beyond the 1 per cent level. Freshmen ranked very high in high school grade average, with 41.2 per cent reporting that they were "A" students. The transfers ranked second, and the junior college group lowest with a distrib ion that is representative of a typical senior class. Freshmen reported high incomes compared to the other groups. Both of the junior college samples had similar family incomes. The freshmen again ranked highest on all subtests and the composite of the ACT test. The transfers were significantly lower on this measure of aptitude. Transfers and freshmen tended to come from high schools of similar sizes, while the junior college students came from smaller schools. Freshmen reported the highest educational level of the father of the family. The transfers were second and were significantly higher than the junior college students. On self assessment measures of persistence and questing, the junior college students ranked lowest. The transfers equalled the freshmen on

these variables, and exceeded them in several cases, even though their capabilities appear to be lower. Self concern about educational costs was difficult to interpret, but the transfers seemed less concerned, even though their financial resources were as low as the junior college students. Sources of income differed, with freshmen depending upon parents and gifts and the two junior college groups depending heavily on their own resources. Freshmen were greatly influenced by their parents and the academic reputation of the college in making their choice of a school. Transfers and junior college students chose the junior college because of parental advise and low cost. Transfers seemed less interested in extracurricular or personal activities than the junior college students when they chose to start at a local community college. (5) Conclusions - (1) There is a hierarchy of the traditional measures of achievement, aptitude, and socioeconomic level, starting at the bottom with the junior college group, next to the transfers, and up to the freshmen sample; (2) Transfers to the University are not "richer" than those who drop out or attend other local colleges; (3) Transfers, when compared to other junior college students, seem relatively unconcerned with any reasons for attending junior college except financial ones; (4) Transfers, more than other groups, rate themselves high on affective means of questing and persistence. They rate themselves as high on these variables as the intellectually superior freshmen students.

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